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THE LA GRANGE AREA DEPARTMENT OF SPECIAL EDUCATION HANDBOOK, 1965-1966.

LA GRANGE AREA DEPT. OF SPECIAL EDUC., CHICAGO, ILL

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DESCRIPTORS- *SPECIAL EDUCATION, *MENTALLY HANDICAPPED, *PHYSICALLY HANDICAPPED, *COOPERATIVE PROGRAMS, *SOCIALLY MALADJUSTED, EMOTIONALLY DISTURBED, INSTRUCTIONAL STAFF, BLIND, SOCIAL WORKERS, PREVOCATIONAL EDUCATION, PSYCHOLOGICAL EVALUATION, PROGRAM GUIDES, HOME INSTRUCTION, HOMEBOUND CHILDREN, ADMINISTRATION, AURALLY HANDICAPPED, PERCEPTUALLY HANDICAPPED, LA GRANGE

THE LA GRANGE AREA DEPARTMENT OF SPECIAL EDUCATION SERVES 16 SCHOOL DISTRICTS. POLICIES OF THE DEPARTMENT ARE LISTED. FUNCTIONS OF THE DIRECTOR, SECRETARY, AND COORDINATOR-SUPERVISOR ARE DETAILED. QUALIFICATION FOR ADMISSION TO SPECIAL EDUCATION CLASSES, GOALS OF THESE CLASSES, AND INFORMATION ABOUT EXISTING CLASSES ARE PRESENTED FOR EXCEPTIONALITY AREAS, WHICH INCLUDE BLIND, EDUCABLE MENTALLY HANDICAPPED, HOSPITALIZED AND HOMEBOUND, HEARING IMPAIRED, PHYSICALLY HANDICAPPED, TRAINABLE MENTALLY HANDICAPPED, EMOTIONALLY AND SOCIALLY MALADJUSTED, AND PERCEPTUALLY HANDICAPPED. DESCRIPTIONS OF PROGRAMS OF PSYCHOLOGICAL SERVICES, SOCIAL WORK SERVICES, AND PREVOCATIONAL SERVICES ARE INCLUDED. (MY)

ED 010719

THE LA GRANGE AREA DEPARTMENT of SPECIAL EDUCATION

HAND BOOK

1965 - 1966

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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THE DIRECTING BOARD

The La Grange area Department of Special Education serves the following school districts in the western suburbs of Chicago:

	District	Superintendent	Address	Telephone
1.	DuPage Co. Dist. 53 Paul Butler School, Oak Brook	Phillip Garinger	2801 York Road Hinsdale	652-2760
2.	DuPage Co. Dist. 61 Lace-Marion Hills	Mark DeLay	Cass Ave & 75th St Westmont	WO8-2589
3.	DuPage Co. Dist. 62 Gower	Harold G. Dorrance	Rt. 66 & Madison Hinsdale	FA 3-8275
4.	Cook Co. Dist. 94 Komarek	Robert J. Rentfro	8940 W. 24th St. North Riverside	HI 7-8030
5.	Cook Co. Dist. 95 Brookfield-LaGrange Park	Dr. Shuell H. Jones	3524 Maple Ave. Brookfield	HU 5-0606
6.	Cook Co. Dist. 96 Riverside	Dr. Kenton E. Stephens	61 Woodside Rd. Riverside	HI 7-5007
7.	Cook Co. Dist. 101 Western Springs	Maurice P. Clark	4335 Howard Ave. Western Springs	CH 6-3700
8.	Cook Co. Dist. 102 La Grange	Dr. J. E. Pease	930 Barnsdale Rd. La Grange Park	FL 4-1082
9.	Cook Co. Dist. 103 Lyons	Dr. C. A. Christ	4100 Joliet Ave. Lyons	447-7902
10.	Cook Co. Dist. 105 La Grange	Dr. Henry W. Ford	1001 S. Spring Ave La Grange	FL 2-60[illegible]
11.	Cook Co. Dist. 106 La Grange Highlands	Robert E. McKinney	1850 Plainfield Rd La Grange	CH 6-5540
12.	Cook Co. Dist. 107 Pleasantdale	John A. Moore	7450 Wolf Road La Grange	CH 6-3210
13.	DuPage Co. Dist. 181 Hinsdale	Dr. C.E. Spearman	55th and Grant Hinsdale	FA 5-2950
14.	DuPage Co. Dist. 86 Hinsdale Twp. H.S.	Dr. C.E. Spearman	55th and Grant Hinsdale	FA 5-2950
15.	Cook Co. Dist. 204 Lyons Twp. H.S.	Dr. Donald D. Reber	100 S. Brainard La Grange	354-4220
16.	Cook Co. Dist. 208 Riverside-Brookfield Twp. H.S.	Dr. Stuart A. Anderson	Ridgewood & Golf Riverside	HI 7-2200 HU 5-1210

POLICIES

The DIRECTING BOARD shall:

1. be composed of the Superintendents of the Cooperating Districts.
2. be the policy making group.
3. select and employ the Director.
4 4. meet quarterly.

The ADMINISTRATIVE DISTRICT shall:

1. be La Grange Elementary District 102.
2. be the employing district for the Director, Psychologists, School Social Work Supervisor, Prevocational Coordinator, Prevocational Counselor, Coordinator of Mentally Retarded, Secretaries and other Area Department personnel.
3. provide offices for the Area Department personnel.
4. pay costs of administration.
5. pro rate costs among Cooperating Districts.

General Policies

1. Superintendents will keep Director informed of available classrooms for special education use.
2. Special teachers will be employed by Operating Districts after recruitment and recommendation by Director.
3. Special teachers are to be considered as faculty members of the Operating District, which employs them, and directly responsible to building principal where their classroom is located.
4. Furniture and equipment will be purchased by the Operating Districts and amortized on a 10 year basis.
5. Operating Districts will charge rental of $50.00 per room per month.
6. Operating Districts will purchase and pay for all supplies, etc. used in special classes.
7. Districts of residence will pay tuition of special education pupils according to A.D.A.
8. Referrals for psychological services usually will be made by building principals.

9. Psychological services shall be made available to all cooperating districts but only for pupils being considered for some special class or service.

10. Charges for psychological services shall be $50.00 per pupil evaluated. Districts outside of the Area seeking to enroll pupils in Area special education classes shall pay $100.00 per psychological evaluation.

11. Annual enrollment fees shall be $50.00 per resident pupil enrolled and $100.00 per non-resident pupil.

12. Operating Districts may submit estimates of expenditures for payment semi-annually.

13. Responsibility for the Certification of Special Education staff shall be that of the Operating District's Superintendent. It shall be the Director's responsibility to secure approval from the various State Consultants in Special Education for all special education teachers employed.

14. All gifts proferred to any special class shall be approved by the Director and shall become the property of the Department of Special Education; held in trust by the Operating District, to be moved with the class, should it be moved to another district.

15. Pupils shall become the financial responsibility of the High School District of Residence when he reaches the age of fifteen.

Administrative Policies

I. Director of Special Education

A. Qualifications

The Director of Special Education shall have a minimum of a master's degree with preference given to advanced doctoral study, and training in the education of exceptional children, and shall meet all qualifications required of teaching personnel.

The Director shall have those qualities and competencies which, in the opinion of the Directing Board, will permit him to work with pupils, secure the cooperation and respect of staff members and give strong educational leadership to the special education program

B. Appointment

The Director shall be appointed by the Directing Board for such a period of time as deemed advisab e by the board and it shall be so specified in his contract. This contract shall be considered for renewal in the Spring of the final year of the contract.

C. Employer

The contractual employer shall be the Administrative District, La Grange Elementary District No. 102. The Director of Special Education shall be directly responsible to the Directing Board made up of the superintendents of the cooperating districts. He will confer with the Board concerning policies and decisions relating to special education. He will furnish information and prepare written reports which will substantiate any recommendations he may propose.

D. Description of Duties

a. Policies

The Director shall be responsible for providing leadership in the development of policies which are unique to the Special Education Department. These will include pupil testing and placement, class organization and management, public relations, the development of new programs and the extension of existing programs. The Director has the responsibility for consulting with other administrators in the cooperative district regarding:

Placement of Children. The Director has responsibility for the development of uniform procedures of referral, securing medical reports, psychological examinations, placement, and dismissal of children in special classes within the cooperative district. In a case where there is not complete agreement among professional personnel during a staffing, the decision concerning the educational placement of the child will rest with the Director.

Scheduling. The Director shall be responsible for the development of uniform procedures for the establishment of case loads for psychologists, speech correctionists, social workers, and home instruction teachers. He will develop special education personnel schedules in cooperation with the superintendents, principals and other administrative personnel of the employing districts.

Initiation of Special Education Programs. The Director shall be cognizant of the legal requirements involved in establishing special education programs. He will promote improvements in the existing programs, report to the Board those conditions which should be changed, and make recommendations concerning the establishment of new programs.

Personnel Procurement. The Director shall seek qualified special education personnel when there is a need, interview and make appropriate recommendations to the superintendent of the district in which the vacancy exists.

State Forms and Records. The Director shall be responsible for the initiation of the"Application for Conditional Preapproval" of the various programs required by the State each year. He will also be responsible for submitting information necessary in the preparation of State reimbursement claims. A system of records will be maintained in the Director's office which will contain information on the children enrolled in each area of special education.

Transportation. The Director shall be responsible for the arrangement of safe, adequate transportation of exceptional children enrolled in special education classes and requiring such service.

Special Education Personnel Staff Meetings. The Director shall be responsible for establishing lines of communication between the different specialities within the Special Education Department. He shall make himself available to his staff and other school personnel for consultation purposes. The Director shall hold regularly scheduled departmental meetings which will serve as a means of disseminating general information and to clarify and implement approved policies and procedures.

2. Supervisory Functions

The Director of Special Education has the responsibility for providing leadership in developing curricula, materials, and methods which meet the needs of exceptional children; in assisting the special teacher in classroom organization, and improving the physical environment.

a. Professional Growth of Special Education Personnel

The Director shall foster professional growth through classroom visitations, individual conferences, encouraging membership in professional organizations, professional reading, attendance at professional meetings, advanced study, participating in community activities and visiting programs in other school districts.

b. Resource Person

The Director shall be available to school personnel, parents, community groups and others as a resource person in the areas of his particular competencies.

c. Special Classroom Teachers

Classroom teachers in the special education program are considered staff members of the particular schools in which they are assigned, as well as members of the Special Education Department, and are directly responsible to the building

principal. They have responsibilities to administrative offices of the local district in such matters as scheduling, budgeting, etc. They are to attend building meetings and also the Special Education Department personnel meetings. The Director has responsibility for the quality of service rendered by these teachers.

d. Other Special Education Personnel

The Director shall supervise the other personnel by group and individual consultation and in cooperation with the psychologists and department social worker.

e. Case Conferences

The Director will arrange and preside at all case conferences in which special class placement is contemplated. The psychologists can request the Director to arrange other case conferences which involve several different disciplines requiring coordination, or can make use of the Director's particular competencies. The principal and all personnel who may be concerned with the child are invited to the case conference. The principal will be responsible for notifying all personnel on his staff whom he feels should attend the conference. After the case conference, the Director will make referrals to outside agencies where the need has been indicated.

3. Coordinating Functions

The effectiveness of a Special Education Department is contingent upon the coordination of various areas of special education, the integration of special education into the total school program, and the optimum use of community and state resources.

a. School Personnel

Principal. All special education personnel, when working in a specific building, are responsible to the principal of that building. The Director shall plan major changes in the special education program with the building principal, and shall be responsible along with his staff for interpreting and clarifying referral procedures to the principal. All referrals for special education services should be channeled through the principal, who is responsible for seeing that the health history forms and referral blanks for the psychologist and social worker are completed. Referrals to outside agencies are to be discussed with the principal. Each assignment of special education personnel to a particular building shall be discussed with the principal of the building.

The principal, Director of Guidance, Assistant Superintendent or other school personnel should feel free to consult with the director at any time in regard to

problems involving special education personnel, children in special education programs, or parents of such children.

Specialized Administrative Personnel. The Director will constantly work with curriculum coordinators, consultants, directors of guidance and other school personnel in the interest of the total school program.

Special Class Teacher. The Director shall be responsible for initiating and conducting staff meetings, arranging for visitations and encouraging professional growth of the special education teachers. He will act as a consultant for the improvement of the curriculum and assist the teacher in working out programs for individual children. The Director shall assist the special education teachers in determining what referrals should be made and arrange for case conferences concerning new children admitted to the class.

The Director shall plan an effective parent education program with the special education teachers and help with problems involving parents. He will assist in establishing a system of records and in preparing requisitions for special equipment and materials.

Health Services. The Director shall meet with school nurses when the need arises. He will cooperate with the nursing staff in establishing programs to locate children who may have need of special education programs. He has the responsibility of working out procedures and cooperative relationships to provide the necessary health service for exceptional children.

Parents. Children are placed in special education classes or receive services with the knowledge and consent of parents or guardians. The Director shall be responsible for interpreting directly, or arranging for other school personnel to interpret the needs of the child as revealed through careful analysis and diagnosis. He stands ready to assist Administrators of the local schools with parent conferences if this service is desired.

State Personnel. The Director shall cooperate closely with representatives of the Office of the Superintendent of Public Instruction, Division of Education for Exceptional Children. He shall utilize the consultative services available from this agency and make an effort to implement the recommendations made concerning special education programs under his jurisdiction.

4. Public Relations

The Director shall assume a major responsibility for the

special education public relations program. He will promote the whole school system as well as the special education program.

He shall inform the public of current developments in special education and the need for future developments and improvements through various methods, techniques and media.

E. Professional Growth of Director

The Director shall continue to grow professionally in all areas of special education and to investigate methods which will more effectively contribute to the functioning of the total school system. He will hold membership in appropriate professional organizations. The Director may attend professional meetings and be reimbursed for expenses with the approval of the administering district superintendent. The Director shall maintain and encourage the use of a professional library located in his office.

F. Office Space, Secretarial Service, Supplies and Equipment

The administering district shall provide the necessary office space, secretarial service, equipment and supplies required for the operation of the joint program.

II. Secretary to the Director

A. Qualifications

The Secretary to the Director shall be able to type, transcribe, and shall be proficient in filing procedures and in the use of general office equipment.

B. Description of Duties

The Secretary shall be responsible for the preparation of correspondence, filing, duplication of materials, contacting school personnel and other duties as determined by the Director. She is encouraged to suggest clerical procedures which will improve the efficiency of the office.

C. Scope and Effect of Work

The accuracy and timeliness in which the Secretary processes, types and files correspondence and records are directly related to the success or failure of the special education program.

D. Supervision and Guidance Received

The Secretary is under the supervision of the Director. Instructions are given orally and consist of both specific and general assignments. The procedures and techniques to be used are normally explained in a broad manner with final action determined and carried out by the Secretary.

E. Mental Demands and Personal Contacts

Initiative on the Secretary's part is required for taking action without specific instructions on work of a routine nature. She must exercise good judgment in the preparation of material for use in the special education program.

Much of the Secretary's work will involve telephone contact with teachers, administrators, and parents. She must strive to always leave a positive impression with all personnel who contact the office of the Director.

COORDINATOR OF PROGRAMS FOR THE MENTALLY HANDICAPPED

The Coordinator-Supervisor for the programs of the Mentally Handicapped shall have the following responsibilities.

1. Professional Growth of Staff (EMH and TMH particularly)

   A. Inservice Education
   B. Curriculum Development
   C. Classroom Visitation Within Department
      (Relieve teacher to visit other classes)

2. Evaluation, Experimentation and Research

   A. Evaluation and Enrichment of the Program,
      Curriculum, Methods, etc.
   B. Experimentation
   C. Research (Liaison with Universities)

3. Staff Recruitment (EMH and TMH)
   A. Interview Candidates
   B. Give Career Day Talks
   C. Develop Sound Criteria for Selection of Staff
   D. Give Candidates a Picture Tour of Various Classes
   E. Help Locate and Direct Volunteers and Lunch Room Attendants

4. Public Relations

   A. Available for Speech Making
   B. Contact with the Press for Matters Relating to
      Mental Retardation

5. Individual Study of Children (EMH and TMH)

   A. Attend all Staffings
   B. Coordinate Services Among Various Classes
   C. Help Determine When to Transfer a Pupil
   D. Help Teachers Prepare Re-examination Forms

6. Placement and Dismissal of Pupils (EMH and TMH)

   A. Liaison with Clinics, Agencies, and other Professionals
   B. Resource Person for Parents re. Residential and
      Other Placement

7. Parent Education

   A. Help Guide Parent Organizations
   B. Speak to Parent Groups
   C. Work with Parent Committees
   D. Provide Literature to Parents

8. Requisitions and Budget Making (EMH and TMH)

   A. Coordinate Materials Among Classes
   B. Determine Material Needs

9. Policies and Procedures (EMH and TMH)

   A. Grading
   B. Parent Conferences

10. Completion of State Forms

   A. Preapprovals
   B. Supplementary Reports
   C. Reimbursement Claims

11. Summer Workshop (EMH and TMH)

   A. Organization and Direction
   B. Coordination of Written Materials
   C. Implementation of Program with Total Staff

12. Coordination of EMH Curriculum among La Grange Area Department of Special Education Districts.

PSYCHOLOGICAL SERVICES

Purpose

The foundation upon which the psychological program in the La Grange Area Department of Special Education is built is service to children. To fulfill this function the psychological operations are broken down as follows:

1. Service to the individual child.
2. Services to the school as a whole.
3. Services to the community.

Individual psychological assessments are undertaken for the purpose of determining and identifying children's problems and to do something about them and not just to get a "test" or a number on the child. The mere acquisition of quantitative data for data's sake is neither appropriate nor useful and is therefore not considered to be a proper function of this office.

A complete and adequate diagnosis requires that all relevant school personnel work together.

An assessment of a child and his problems implies, moreover, that a concerted effort will be made to carry out the recommendations arising from the psychological study. Merely to "understand" and not to be able to act on the basis of the "understanding" is a failure of the use of psychological services.

Since there is a much greater chance of success in working with a child at the primary level than at the intermediate or higher levels, referrals on the primary level are to be encouraged as a primary source of referrals.

Scope of the Services

Currently the following problems are being considered for psychological services.

I. Learning Problems

- A. Placement of pupils requiring psychological services (always on an individual need)
  1. Educable and Trainable Mentally Handicapped
  2. Special Learning Problems
  3. Physically Handicapped
  4. Sensory Handicaps
     - a. Deaf
     - b. Hard of Hearing
     - c. Blind
     - d. Partially Seeing

II. Adjustment Problems

A. Evaluation and Consultation with School Social Worker where indicated.

Source of Referrals

Referrals for psychological services originate with anyone connected with the school system who may be working with or responsible for the child. The referral procedure is outlined under Policies.

Correlation of School Psychological Services with L.A.D.S.E. Psychological Services

Eligibility for placement in any L.A.D.S.E. special class shall be determined, psychologically, by the L.A.D.S.E. psychologists. Reports of psychological testing done by school testers shall be made available to the L.A.D.S.E. psychologists in advance of the final evaluation by L.A.D.S.E. psychologists. In some instances, a review of previous testing will be the only requirement, whereas in many instances, it will be necessary to do a complete evaluation in the L.A.D.S.E. office.

Psychological Referral

1. Director will send Psychological Referral form and Health History form to the referring school for completion. (Two copies of each form will be provided; only one needs to be returned to the Department of Special Education).

2. It is suggested that the classroom teacher, the school nurse, the school social worker, the speech correctionist, the school principal, and/or any other specialized school personnel assist in the preparation of the Psychological Referral form. The school nurse is to complete the Health History forms at the instance of a home visit.

3. When the two forms are completed they should be reviewed by the principal for accuracy and completeness. The principal should add additional information re. the child in the space provided. If the school has information from previous examiners or agencies this information should be submitted with the referral.

4. The Director's office will set the date for psychological evaluation.

   a. The Principal will be notified of the date, time and place of examination in order that he may notify the parents.

   b. The Principal is requested to confirm the appointment with the Director's office.

5. A case conference (staffing) will be held after each psychological

evaluation. This staff conference is one of the most important features of every psychological evaluation. The conference shall include all professional personnel who work with the pupil being studied as well as the Psychologist, the Director, and other necessary special education personnel. The Director serves as Chairman of all staffings involving special placement. As was previously indicated, the purpose of the conference is to permit a professional group to discuss and evaluate all the findings and to formulate an adequate educational plan for the child. A written report follows.

Psychological Assessment

The methods used to assess a child involve observation, consultation with others, selection and administration of appropriate individual tests, and where necessary, referral for further diagnostic studies by other specialists in such areas as medicine, social work, psychology, etc.

Priority of Services

Priority for psychological services is determined jointly by the Director and the Chief Psychologist.

Resource Function

In addition to the diagnostic and consultative services on specific cases, the psychologists are also available to serve the community and the school as a whole. The extent of the involvement is dependent on the need and the time available. Currently there is participation in in-service training programs both within the school and outside of it with other mental health personnel.

Placement Procedures

1. Pupils found eligible for a special class placement or a special service will be placed after:

   a. Psychological report is written (in all cases where such evaluation was necessary)

   b. Director has conference with parents.

   c. Director submits pupil records, and the original psychological report to the receiving teacher.

2. Pupils not eligible for any special placement where psychological testing has been done:

   a. Original psychological report will be submitted to referring administrator.

   b. Referring administrator or social worker will hold whatever parent or staff conferences deemed advisable at the regular special education staffing.

THE SCHOOL SOCIAL WORKER

The school, as a social institution, is second only to the family in importance in the lives of children. With such a significant role in the development of children, the school must study carefully the quality and the extent it meets the needs of all children. The school social work program represents an effort to identify children who evidence social and emotional difficulties and to provide assistance for these individuals who cannot use constructively the group situation of the classroom. A child's growth, development and education will not continue if he is confronted with emotional problems which appear unsolvable to him.

The social work service -- different from that of the teacher -- supplements the contribution of the teacher and other school personnel and is carried on in cooperation with them. Through a working relationship with the teacher it provides an opportunity to share understanding of a child's behavior, to plan together for the child, and to add to the teacher's understanding of emotional interaction and human behavior in the classroom.

The most effective program of school social work not only provides for those children whose emotional condition is serious but makes the service available as a <u>preventive</u> measure for all children who may require it. If attention is lacking in the years when the emotional problem first appears the child's life may be disrupted permanently. For this reason, it has been found profitable for teacher and social worker to discuss the problems of children in the very early grades, i.e. kindergarten through third, when such problems first manifest themselves. This is the time when "the twig" can be "bent" to the best advantage.

Definition of School Social Work

School social work is a specialized form of social work focusing on pupils with problems of a social-emotional nature or origin which interfere with normal progress in school. One of the school social worker's unique contributions is his skill in the use of social case-work methods. He works primarily through interviews with the child and family, but he must also have a sound understanding of psychosocial development and be familiar with community resources that may be utilized in bringing appropriate diagnostic and remedial measures to bear upon the problem. Interviewing in case work requires not only knowledge, understanding and sensitivity but a professional skill and use of self in a relationship which can only be attained through training and experience.

Types of Cases Referred to School Social Worker

Through observation, the classroom teacher is in the best position to recognize the early symptoms of emotional disturbances. She should seek early assistance for pupils in her class who find themselves

experiencing unwholesome and frustrating situations such as:

School Adjustment Problems (attendance, unfavorable classroom attitudes, poor scholarship, lack of interest in school.

Home Adjustment Problems (adverse home conditions, cultural conflicts, neglect, lack of supervision, burdensome home duties, economic inadequacies)

Social Adjustment Problems (irresponsibility, cheating, stealing, over-suggestibility, defiance, lack of friends)

Personal Adjustment Problems (aggressive behavior, day-dreaming, emotional immaturity, abnormal fears, nervousness, unhappiness, depression, withdrawal tendencies)

Referral Procedures

A written referral on the prescribed form is important for the record, however, much unnecessary effort is avoided and the presenting problem is often better reduced to its basic elements when the actual referral is preceded by one or more "consultation" conferences between the teacher and School Social Worker. In this manner, some needless referrals are eliminated, occasionally a simple remedy is discovered that might have otherwise been overlooked, and both teacher and social worker have an opportunity to communicate and learn regarding their respective roles. Once the need for a written referral has been established however, it must be routed to the building principal and the Superintendent should receive a copy. This is the beginning of a cooperative study to assist the child in an understanding of why he is reacting as he is and helping him to achieve a more satisfying adjustment in his present environment. Any of the following personnel may initiate a referral:

1. Classroom Teacher
2. Principal
3. Other school personnel
4. Parents
5. Children (self-referral)
6. Community agencies

Procedures of School Social Worker

Upon receiving a referral the social worker usually holds a conference with the child's teacher and investigates the school records. He contacts other special services who may be working with the child.

In most cases the social worker's effort can be effective only when the child's family is involved. It is important, therefore, that the teacher have a working knowledge of the social worker's role and method of functioning so that she may introduce the matter of a referral to the parents in a warm, supportive, positive manner. The parents need to understand the nature of the problem as well as the service being offered if they are to be engaged in the problem-solving process to a meaningful extent.

Parents often have problems which require case work help in an area outside the function of the school, such as financial assistance,

marital counseling, etc. These problems will necessitate referral to community agencies.

Administrative Procedures

Supervision. The Director of Special Education is responsible for coordination of the school social work program as it relates to exceptional children referred to the L.A.D.S.E. Individual school social workers in each of the separate districts will receive their guidance and supervision in administrative matters from the appropriately designated officials in the employing district. The L.A.D.S.E. Social Worker is responsible, however, for providing casework supervision to these School Social Workers as the need and demand arise. In addition, the psychologists and the director are available to all school social workers in the cooperating districts for consultation regarding individual cases.

Case Load

The school social worker works with children individually rather than in a regular class situation. How many individual children he can work with at a given time will depend partially upon:

1. Number of schools and geographic area he covers
2. Number of children requiring frequent regular interviews
3. Length of time necessary for children to have special help

An average monthly case load may range between 30-40. An attempt to serve a greater number at one time makes the service inadequate.

Scheduling

Each child is usually seen for regular interviews by the social worker. These interviews last from one-half to an hour each week. The social worker is usually scheduled in schools on a regular planned time basis, determined by the developing caseload and manifested need for service. Children, teachers and parents feel more at ease when they can rely on scheduled visits to the school by the social worker. Flexibility in this matter has been found more useful than regularity, however, for the knowledge of readily available consultation in response to stated need reduces the possibility of premature referrals and provides a reassuring element to the teacher.

If the school social worker wishes a more thorough individual evaluation of the child than the Binet, he may refer the child to the department of special education, submitting a social history along with the health history and school referral. All pupils seriously considered by the principal, guidance counselor or school social worker for referral on to the mental health clinic, a private psychiatrist, or the Institute for Juvenile Research are pupils for whom the special education staff are available for consultation, further study, etc.

PROGRAM FOR BLIND CHILDREN

Qualifications of Children Include

1. Visual acuity in the better eye of 20/200 or less, or evidence of a limitation in the field of vision so great as to approximate a handicap equal to the foregoing.

2. Ages 5 to 14 years.

3. Ocular report prepared by an eye specialist or ophthalmologist.

4. Psychological evaluation by a Qualified Psychological Examiner.

Class

The Resource Room for Blind is located at Congress Park School, Brookfield (102). This program operates by enrolling the blind child in a regular class which he attends. In additinn, he also spends a period of time each day in the resource room under the direction of a special teacher for the blind. Such skills as braille reading and writing and the use of special equipment make up the course of instruction in the resource room. The teacher of the blind, through her specialized preparation, and in cooperation with the regular classroom teacher helps the blind children function much of the school day with sighted children. The number of children enrolled is dependent upon the age range and severity of the visual impairment.

Goals of Program

1. Mastery of skills necessary for efficient living.

2. Adequate spatial orientation and mobility.

3. Acquisition of general academic knowledge.

Admission Policy

1. Resident pupils of the La Grange Area Department may be accepted under the following conditions:

   a. They are within the legal age limit set by the State Legislature.
   b. An optimum class size has not been reached.
   c. The pupil seeking admission will not cause undue hardship on the class and teacher by creating too wide an age spread within the class, or by requiring undue custodial care.

2. Non-resident pupils may be accepted under the following conditions:

   a. After all resident pupils referred to in item one(1) above have been accepted, and an optimum

class size has not been reached.

b. The order of acceptance will be contingent upon the date of application by the sending school district, age of pupil, and the degree to which the pupil can profit from the instruction.

3. All pupils are accepted on a conditional basis with continued attendance in the class dependent upon their ability to conform minimally to a group teaching situation. No pupil will be phased out of a special education program without a staff conference which will include as many of the original staff conference participants as possible.

PROGRAM FOR EDUCABLE MENTALLY HANDICAPPED CHILDREN

Qualifications of Children Include

1. Age 5 to 21 years.

2. Individual psychological evaluation by Qualified Psychological Examiner.

3. Is incapable of being educated through ordinary classroom instruction but may be expected to benefit from a special program designed to make him economically useful and socially adjusted.

4. Has mental age of 3.0 to 3.5.

Classes are maintained throughout the department on a graded basis ranging from Primary-one to Evaluation and Training Classes at the High School.

Goals of Program

1. Social competence
2. Personality development
3. Vocational
4. Home and family competence
5. Health
6. Elementary skills in reading and arithmetic

The education of the mentally retarded differs from that of the normal child since the mentally retarded child cannot attain the level of achievement in reading and arithmetic which is expected of the normal child. He can and is expected to learn to adjust socially and to earn the necessities of life in unskilled or semi-skilled jobs. This educational program is not to be conceived as a modified, or "watered-down" plan of regular education, but as a unique program planned to meet the needs of a particular group of children.

Admission Policy

1. Resident pupils of the La Grange Area Department of Special Education may be accepted under the following conditions:
   a. They are within the legal age limit set by the State Legislature.
   b. An optimum class size has not been reached.
   c. The pupil seeking admission will not cause undue hardship on the class and teacher by creating too wide an age spread within the class, or by requiring undue custodial care.

2. Non-resident pupils may be accepted under the following conditions:

   a. After all resident pupils referred to in item one(1)

above have been accepted, and an optimum class size has not been reached.

b. The order of acceptance will be contingent upon the date of application by the sending school district, age of pupil, and the degree to which the pupil can profit from the instruction.

3. All pupils are accepted on a conditional basis with continued attendance in the class dependent upon their ability to conform to a group teaching situation. No pupil will be phased out of a special education program without a staff conference.

PROGRAM FOR HOMEBOUND AND HOSPITALIZED CHILDREN

The home instruction teacher brings school to the child who is physically unable to attend. A certificated teacher is chosen who has demonstrated an ability to be sensitive to a child's physical limitations and to work with parents in the home situation. She provides instruction for the child a minimum of one hour per day five days a week.

The home instruction teacher visits the child's school to learn what activities are being carried on in his classroom so home instruction can be coordinated in such a manner that when the child returns to school after his illness, he will be able to make the transition quickly and easily. She is especially careful to plan realistic curriculum experiences for the child who is permanently homebound.

Eligibility

1. The child must be physically handicapped to a degree which prevents him fron attending regular school. The parents obtain such a statement from the attending physician on forms provided by the Director's office. In addition to stating the child is unable to attend a regular class, the physician gives a diagnosis of the handicapping condition, makes any recommendations he desires to have observed in the home class (amount of activity and rest required), and indicates that the services will be needed four weeks or more.

2. The child must be of school age and be regularly enrolled in the public school.

3. The child is not intellectually retarded. If he is not known to the school and his previous academic records do not show him to have average mentality or above, he must have a psychological evaluation by a Qualified Psychological Examiner.

Home-to-School Telephone Service

At the junior and senior high school level the home-to-school telephone plan may be a supplement to home or hospital teaching. This service may be used if:

1. the child is in sixth grade or above
2. the child is not intellectually retarded.
3. the child's illness will be of a fairly long duration.
4. the home unit can be installed in a quiet room.

The child is provided a unit, which by pressing a switch transmits his voice over private telephone lines to a unit located in the classroom of the school in which he is enrolled. Thus, the homebound child is able to hear discussion and to participate as if he were physically in the classroom.

PROGRAM FOR CHILDREN WITH HEARING HANDICAP

The La Grange Area Department of Special Education is an integral part of the West Suburban Association for the Hearing Handicapped which provides classes and services for the acoustically handicapped for 101 school districts in the western suburbs. Dr. A. Norman Gunderson, with offices at 4100 Joliet Avenue,. Lyons (Dist. 103), serves as coordinator for this program.

Qualifications for Admission

Inability, due to hearing loss, to profit from instruction in the regular classroom, as established by:

1. Otological examination, repeated each two years;
2. Audiological examination from an approved hearing clinic, each two years;
3. Psychological examination prior to admission and as indicated thereafter.
4. Age between three and 21 years.

Classes

Membership in the Association makes available to L.A.D.S.E. pupils the 17 classrooms for the hearing handicapped of the west suburban region, all meeting or surpassing state standards for hearing aid equipment and special teachers. This membership makes it possible, in placing pupils with rare severe handicaps, to give necessary consideration to:

1. age group
2. achievement level
3. whether deaf or hard of hearing.

Class sizes are limited to eight for the deaf and twelve for the hard of hearing, to permit the correction of the individual child's speech. A preschool program is maintained, beginning at age three, to take advantage of that prime learning period for speech, and to initiate communication with the child.

Goals of the Program

The overall goal of the program is the restoration of the child to the regular classroom and to normal society, with communication established and the ability to acquire knowledge by this means secured. Specific goals consist in:

1. The development of oral communication, involving:
   a. comprehension of the spoken word through speech reading and through development of useful remnants of the auditory sense on powerful hearing aids;
   b. efficient articulation of the speech sounds, along with adequate rhythm, intonation, and voice quality, and correct pronunciation;
   c. oral command of fundamental vocabulary and sentence structure;
2. The development of general academic knowledge and skills sufficient to cope eventually with the instructional

procedures of the regular classroom.

Admission Policy

Principals and Superintendents may direct referrals from teachers, school nurses, doctors, and parents to the Director of Special Education, who may request of the Coordinator proper placement in a West Suburban Association class.

PROGRAM FOR PHYSICALLY HANDICAPPED CHILDREN

A child may be physically handicapped as a result of chronic disease, acute illness, birth injury, congenital malformation or accident. For example:

- cerebral palsy
- muscular dystrophy
- hemophilia
- multiple sclerosis
- spina bifida
- polio
- amputation

A child's eligibility must be certified by a physician before he can be placed in a room for the physicallyhandicapped. This child needs the services of a team of trained personnel. In addition to the teacher of the physically handicapped room, the child may need help from one or more of the following persons:

- physical and occupational therapist
- speech therapist
- medical doctor
- school administrator
- school nurse
- psychologist
- classroom matron

An approved room for the physically handicapped can have a maximum enrollment of fifteen children in any one term. Although the curriculum is more like than different from the regular classroom program, specially constructed typewriters, book holders, crutches, therapy equipment, wheelchairs and relaxation chairs may be necessary.

One of the main objectives of the physically handicapped room is the training for entrance or re-entrance to the regular classroom program.

Qualification of Children include

1. Physical disability making regular classroom placement impracticable or impossible.
2. Diagnosis and recommendation from medical examiner annually.
3. Age 5 to 13 years.
4. Psychological evaluation by Qualified Psychological Examiner
5. Statement from child's resident Board of Education assuming responsibility for payment of tuition.

Class

The class is located at the Blythe Park School, Riverside (96). Pupils are enrolled in the special class and integrated in the regular school according to their needs and abilities. Minimum enrollment is five (5), maximum enrollment fifteen (15).

Physically Handicapped (Multiply Handicapped) Class

Also located at the Blythe Park School is a class for physically handicapped children who are also mentally retarded. This class is by

virtue of its make-up necessarily small, enrolling from four to six children, all of whom need special handling, individual instruction, and great doses of tender- loving care. These children are not integrated into the regular classrooms at Blythe Park.

Goals of the Program

1. Mastery of skills necessary for efficient living.
2. The acquisition of general academic knowledge common to all children.
3. Social competence
4. Personality development
5. Vocational
6. Home and family competence.

Admissions Policy

1. Resident pupils of the La Grange Area Department may be accepted under the following conditions:

   a. They are within the legal age limit set by the State Legislature.
   b. An optimum class size has not been reached.
   c. The pupil seeking admission will not cause undue hardship on the class and teacher by creating too wide an age spread within the class, or by requiring undue custodial care.

2. Non-resident pupils may be accepted under the following conditions:

   a. After all resident pupils referred to in item one (1) above have been accepted, and an optimum class size has not been reached.
   b. The order of acceptance will be contingent upon the date of application by the sending school district, age of pupil, and the degree to which the pupil can profit from the instruction.

3. All pupils are accepted on a conditional basis with continued attendance in the class dependent upon their ability to conform to a group teaching situation. No pupil will be phased out of a special education program without a staff conference.

PROGRAM FOR TRAINABLE MENTALLY HANDICAPPED

Qualifications of Children include

1. Age 5 to 14.
2. Individual psychological evaluation by Qualified Psychological Examiner
3. Is capable of being trained in self-care, safety, mobility, toileting, etc.
4. Is unable to benefit from a program designed to lead to complete independence, such as that provided for EMH
5. Is ambulatory and has a Mental Age of 3.0 or better.

Classes — Three levels of classes are operated for the trainable -- primary, intermediate and junior high. Upon completion of junior high these pupils are then transferred to the Helping Hand School in La Grange.

Goals of Program

1. Social adjustment
2. Personality development
3. Self care
4. Health
5. Safety

The program of training for the TMH is one which is stripped of all emphasis on the academic. Much time is spent drilling on safety rules, self care ideas, and socializing experiences. As teen agers many of these children will be able to participate in a local sheltered workshop doing simple sub-assembly work, envelope stuffing, etc.

Admission Policy

1. Resident pupils of the La Grange Area Department of Special Education may be accepted under the following conditions:
   a. They are within the legal age limit set by the State Legislature.
   b. An optimum class size has not been reached.
   c. The pupil seeking admission will not cause undue hardship on the class and teacher by creating too wide an age spread within the class, or by requiring undue custodial care.
2. No non-resident pupils will be accepted.
3. All pupils are accepted on a conditional basis for a period of six weeks with continued attendance in the class dependent upon their ability to conform to a group situation. No pupil will be phased out of a special education program without a staff conference.

PROGRAM FOR MALADJUSTED CHILDREN

Maladjusted Children may be served by Special Education Personnel if they meet the following requirements:

1. Ages 5 through 21 years

2. Unable, because of social or emotional problems to make constructive use of their school experience and therefore requiring the provisions of special services designed to promote their educational growth and development.

3. Are not intellectually retarded

4. May be expected to benefit from special tutoring, or special class placement wherein a special program has been established to habilitate the child for a speedy return to the regular classroom.

CLASSES

1. Maladjusted Children (Perceptually Handicapped) - Educational Services.

This shall be a program for children with a learning deficit, usually in reading, infrequently in arithmetic and often accompanied by some form of visual and/or auditory perceptual problems, inadequate readiness, speech problems, personality and social adjustment difficulties. They frequently might be described by classroom teachers as "a child who may be able to read but not comprehend the significance of what has been read; who seems to be out of contact, i.e. he does not hear well; who rapidly changes his mood or temperament; who may perform inconsistently and with marked variability in various school subjects; who is not able to sit still for a minute and who may act before he thinks." The personality and social adjustment difficulties, for purposes of the classroom placement, are generally of such a severe nature that it makes placement almost, if not absolutely, mandatory as a means of reducing stress on the child and for the general welfare of the pupils and teacher in his classroom. Pupils with lesser social and personality problems and considered to be manageable in a regular classroom situation, with special help, are considered for an itinerant program.

It is the aim of the special class placement to have the children reintegrated into their home school on a full time basis when feasible. Some may always require itinerant tutoring or other forms of a tailor-made educational program. It is planned that some children will maintain a degree of contact with their home school at the outset of their special class placement; i.e. they may go into the special class for one-half day and return to their home school for the remainder of their time. Others may have to be in the special class for more or less of the above amount of time with the degree and type of contact that the child maintains with his home school dependent on his needs and growth pattern and the program available in his home school. Planning of this nature quite

obviously requires flexibility and opportunity for the teachers to have contact with home school personnel and ready access to special education staff personnel.

All pupils considered for placement will be evaluated by one of the La Grange Area Department of Special Education psychologists, and a case study conference shall precede placement. Placement shall be determined by the Admissions Committee composed of the Director, as Chairman, the examining psychologist, the principal of the building which houses the special class, the teacher of the special class, the referring teacher and principal and such other professional personnel as have knowledge regarding the individual case.

All eligible children shall continue in the class contingent upon evaluation of his progress through periodic staff conferences.

The maximum class size shall be eight (8) children.

The curriculum will follow the regular primary curriculum of the school housing the program, insofar as possible. Adjustments shall be made in the curriculum to meet the needs of each individual child as determined by the case study staff conference. As the staff, upon the recommendation of the special teacher, sees evidence of a pupil becoming habilitated, such pupil shall be integrated into an appropriate regular classroom on a gradually increasing basis; the end being total havilitation and full integration within a two to three year period.

The Special Education Office and the special teacher shall maintain a cumulative folder on each pupil which will contain educational, health, medical and psychological records, progress reports, and anecdotal notes. These records shall be kept in a locked file and shall be considered confidential, available only to qualified personnel.

It shall be the responsibility of the principal of the building housing the class to provide the same supervision for the classroom that is provided all of the classrooms in this school. In addition, however, the Director of Special Education, the L.A.D.S.E. Social Worker and the L.A.D.S.E. Psychologists shall serve together as consultants and aids to the teacher and pupils as needed. There shall be regularly scheduled monthly meetings of the teacher with the L.A.D.S.E. staff re. both general and specific behavior and achievement of each child.

Subsequent to the initial case-study staff conference, the Director shall confer with and counsel the parents of each pupil and shall arrange for further parent conferences and counseling by the teacher, L.A.D.S.E. social worker, psychologist, psychiatrist, and/or principal as the need may arise.

All pupils will be placed on a conditional basis with continued attendance in the class dependent upon their ability to conform at least minimally to a group teaching situation. No pupil will be phased out of the class without a staff conference which will include as many of the original staff conference participants as possible.

2. Resource Room for Socially Maladjusted

This special classroom shall provide individual and/or small group instruction for pupils where a social and/or emotional problem exists because of educational retardation, a discrepancy between ability and school achievement associated with perceptual impairment, severe learning disorders and/or neurological involvement, etc.

All pupils considered for placement will be evaluated individually by one of the L.A.D.S.E. psychologists and a case-study staff conference shall precede placement. Placement shall be determined by the Admissions Committee composed of the Director, as Chairman, the examining psychologist, the L.A.D.S.E. social worker, the principal of the school housing the class, the teacher of the special class, the referring teacher and principal and such other professional personnel as have knowledge re. the individual case.

All eligible pupils shall continue in the class for a minimum of one hour per day, five days a week until such time as staff shall determine that less frequent sessions are required, at which time the pupil may be seen by the special teacher for shorter periods of time or gradually diminishing sessions.

The maximum class size shall be fifteen (15) children and most children shall not be expected to continue in the program more than three (3) years. For some, however, the special program may need to continue all through their school years, such continuation to be determined by the Admissions Committee in annual review of each case.

The curriculum will follow the regular curriculum of the school housing the program, with individual adaptations according to the needs of each child.

The Special Education office and the special teacher shall maintain a cumulative folder on each pupil which will contain educational, health, medical and psychological records, progress reports, anecdotal notes. These records shall be kept in a locked file and shall be considered confidential, available only to qualified personnel.

It shall be the responsibility of the principal of the school to provide the same supervision for this classroom that is provided all of the classrooms in his school. In addition, however, the Director of Special Education, the L.A.D.S.E. social worker and the L.A.D.S.E. psychologists shall serve as consultants and aids to the teacher and pupils on a regularly scheduled bi-monthly basis.

Subsequent to the initial case-study staff conference, the Director and/or local district Social Worker shall confer with and counsel the parents of each pupil and shall arrange for further parent conferences and counseling by the teacher, local district social worker, psychologists, and/or principal as the need may arise.

ITINERANT PROGRAMS

For pupils with fewer problems, socially and emotionally, the Department shall provide the following services:

1. Social case work by the L.A.D.S.E. social worker
2. Itinerant tutors.
   All pupils assigned to itinerant tutors shall first be processed in the same manner as any pupil being considered for special class placement.
   a) Complete health, school and social history shall be completed
   b) Complete individual evaluation by L.A.D.S.E. psychologist
   c) Case study staff conference
   d) Assignment of special tutor for minimum of one hour per day five days a week at the outset, unless otherwise recommended
   e) Periodic staff conferences
   f) Complete cumulative folders
   g) Reevaluations as indicated by teacher and/or psychologist

3. Since the L.A.D.S.E. employs psychologists, social worker, itinerant teachers, and director, all of these personnel shall be available to pupils in all of the districts of the L.A.D.S.E. who are referred and found eligible for special services under the purview of the program for socially and/or emotionally maladjusted.

4. The goal of this program shall be to habilitate each pupil to the extent of enabling him to return to the regular classroom on a full-time basis as soon as possible.

5. The teacher will:

   a) Provide enriched experiences
   b) Use individualized instructional techniques as needed
   c) Keep in daily contact with regular classroom teacher to assure child of proper educational program
   d) Keep adequate case histories, anecdotal records, etc. on each child.
   e) Consult regularly with special staff re. special problems
   f) Etc.

PREVOCATIONAL SERVICES

Prevocational Services should help make available to the handicapped student, to the fullest extent possible, the normal experiences of vocational development, including those responsibilities and work activities of which he has been deprived.

This program will not necessarily include specific vocational training as such. It would prepare the handicapped student so that he might be more eligible for, and more capable of making effective use of community resources for job training and placement.

Purpose of Program

To prepare vocationally handicapped youth for independent living through a variety of prevocational experiences, such as:

1. Individual and group counseling
2. In-school work experiences
3. Supervised community work experiences.
4. Work skills evaluation and training.

Specific Goals of Program

1. To develop those personal characteristics necessary for an adequate social adjustment

2. To develop competency in democratic living and an appreciation of the democratic process

3. To develop vocational interests and aptitudes as well as specific job skills through exposure to a variety of training experiences.

Qualifications for students include:

1. Age 14 to -21 years

2. Have a physical, mental or emotional impairment of sufficient severity to be considered a vocational handicap.

3. Have potential for independent living.

Admission Policies

1. Referral by High School involved in the Project or the Division of Vocational Rehabilitation

2. Physical Examination.

3. Psychological evaluation by Qualified Psychological Examiner

4. *Acceptance as a client by the Division of Vocational Rehabilitation.

Educable Mentally Handicapped

Three years in High School EMH Program
One year in Evaluation and Training Center
One year full time supervised work experience.

Slow Learners

2-3 years in High School program
1 year in Evaluation and Training Center and/or
1 year full time supervised work experience.

Physically Handicapped

Will remain in regular program wherever possible but are eligible for evaluation and training as needs indicate.

Note All participants in the Prevocational Program will be referred to Vocational Rehabilitation for advanced training and placement as appropriate for their needs and abilities.

* Placement in Evaluation and Training Center